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ABSTRACT

Presented is the workshop leader's resource guide for Star Power Modules 1-10, a series of modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. The 10 program modules include the following: characteristics of the gifted/talented, needs of the gifted/talented, application of theories of intelligence to the gifted/talented, application of theories of creativity to the gifted/talented, enrichment activities for the gifted/talented, underachievers among the gifted/talented, gifted and talented students among the disabled, gifted and talented students among other educationally disadvantaged groups, programs for the gifted/talented, and guidance counseling for the gifted/talented. An introduction explains how to use the modules for either independent study for small group interaction, or in inservice programs. Sections for each of the 10 modules include an introduction to the module; the goals of the module (or part of the module); a list of objectives; and a list or a chart which identifies activities, lists required materials, and describes the activities. Among goals addressed are the following: to understand the limitation of IQ and achievement tests as measures of giftedness and to discover other means of identification, to understand different theories of intelligence as they relate to activities for the gifted/talented, and to understand the academic problems encountered by the gifted/talented and to discover ways to help these students solve them. (SBH)

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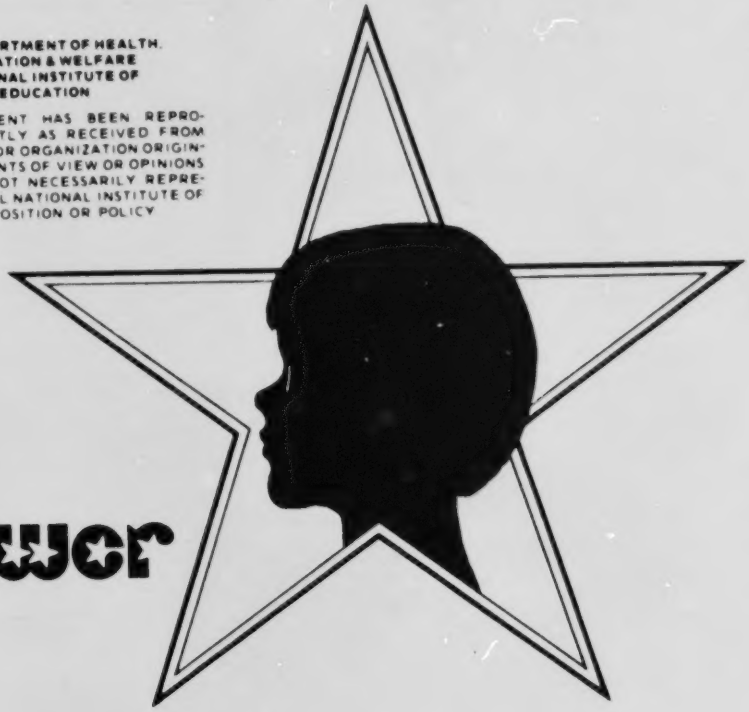

star power

providing for the gifted & talented

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Workshop Leader's Resource Guide For STAR POWER Modules 1-10

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WORKSHOP LEADER'S RESOURCE GUIDE FOR STAR POWER MODULES 1–10

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Introduction to the Guide

The Star Power modules have been developed for school personnel -- administrators, teachers, counselors, librarians, aides -- who have an interest in or a need to explore the area of the gifted and talented. The 10 modules in the program include the following:

Module 1: Characteristics of the Gifted/Talented

Module 2: Needs of the Gifted/Talented

Module 3: Application of Theories of Intelligence to the Gifted/Talented

Module 4: Application of Theories of Creativity to the Gifted/Talented

Module 5: Enrichment Activities for the Gifted/Talented

Module 6: Underachievers Among the Gifted/Talented

Module 7: Gifted and Talented Students Among the Disabled (Handicapped)

Module 8: Gifted and Talented Students Among Other Educationally Disadvantaged Groups

Module 9: Programs for the Gifted/Talented

Module 10: Guidance and Counseling for the Gifted/Talented

Interested individuals can pursue their study of the gifted and talented by completing the modular program independently.

The purpose of this guide is to provide an overview of the modules for educators who are conducting workshops in the area of the gifted and talented and want to incorporate materials and activities from the module into their programs.

Organization of the Star Power Modules

In each module goals are stated with specific objectives to enable the learner to attain the goals. A rationale sets the scene before the learner completes the preassessment to determine the level of his/her knowledge and under-

standing. Practical activities are provided to develop concepts and skills and/or to enrich and extend professional background. A postassessment provides an opportunity for the learner to discover how well he/she has achieved the stated objectives. If the learner still displays deficiencies, recycling through the module is encouraged.

Most of the sources required to complete the activities accompany the modules. The appendix of each module contains some of the necessary resources. A variety of materials -- including films, records, filmstrips, cassette tapes, games, activity cards, and books -- are in the kit.* Sometimes reference is made to media available to school personnel in Region XIII through services of the Instructional Resources Center at the Education Service Center. Occasionally, materials recommended may not be available in the kit. These are usually examples of types of materials which may be used.

Using the Star Power Modules for Independent Study

The modular approach to professional growth is an alternative to attending workshops, institutes, and college courses which may be inconveniently located and scheduled at times that are awkward for the individual.

The following procedure is recommended for using a module for independent study.

1. Read the goals and objectives thoughtfully so that you know what is expected of you by completion of the module.

2. Read the rationale to establish a frame of reference.

3. Try the preassessment and compare your responses with those given in the preassessment evaluation.

4. Score your responses.

5. Determine whether you will select the activities you feel you need or whether you will complete those specified in the section headed "Entry Level." Proceed to work with the activities thus identified.

6. Try the postassessment to find out how successful you were in attaining the established objectives.

7. Compare your responses with those given in the postassessment evaluation.

* Region XIII educators may check out the kits from the Instructional Resources Center at the Region XIII Education Service Center.

8. Determine whether you will recycle as directed, proceed to another module, or invest your time and energy in something else.

Using the Star Power Modules in In-Service Programs

The Star Power modules contain valuable resources for large-group instruction, small-group interaction, and individual study in workshops on the gifted and talented. Some of the activities in the modules can be completed entirely within a short workshop period. Other activities require the participants to interact with students, parents, and/or other professionals.

This guide should function as a planning resource for educators who are developing workshops on topics relating to the gifted and talented. It identifies and describes those activities which can be completed within a workshop. Some activities which the leader can only introduce, but which involve materials and/or resources which are vital for educators of the gifted and talented, are also identified. In Modules 5, 6, and 7, all of the activities are designed for teachers or counselors to use with students. Since there are no activities in these modules which are appropriate for the workshop setting, this guide identifies activities which the workshop leader can recommend to participants to try after having attended workshops on those topics.

The leader should encourage the participants to follow up the training by implementing activities introduced during the workshop session(s). Copies of the modules and the materials in the kits should remain available for participants to use after the conclusion of the workshop(s).

Format of the Guide

The guide includes one section for each of the 10 modules. Each section contains the following:

1. An introduction to the module.
2. The goals of the module (or part of the module).
3. A list of objectives.
4. A list of activities or a chart which identifies activities, lists required materials, and describes the activities.

The leader who is planning a workshop on a topic in the area of the gifted and talented should identify the module or modules that relate to the workshop topic. After reading the entire section on a module, the leader should be familiar with its content, the activities which are appropriate for a workshop setting, and the availability of specific follow-up activities for the workshop participants to implement.

MODULE 1: Characteristics of the Gifted/Talented

Introduction

Module 1, which focuses on the characteristics of the gifted and talented, is divided into two sections: "Part One: Who Are the Gifted/ Talented?" and "Part Two: How Do We Discover the Gifted/ Talented?" The first section contains several activities which the workshop leader can use to introduce participants to characteristics of gifted and talented students. Included in the second section are activities to acquaint participants with various identification procedures.

Exploring the characteristics of the gifted and talented is important because many gifted children are difficult to identify. There are several reasons for the failure of teachers, librarians, counselors, and administrators to recognize gifted and talented students. Educators tend to have restricted images of gifted persons that exclude a vast number of exceptional individuals. Often certain negative behaviors which may actually be symptoms of giftedness are overlooked or denied.

The term giftedness, as used in this program, includes a variety of talents. Although a group of children may all be gifted, they may reflect different characteristics of giftedness. However, all will probably have certain traits that seem typical of individuals with demonstrated giftedness. What is important, then, is the cluster of characteristics possessed by a particular student.

Since giftedness includes a variety of ability and talents, educators need to closely examine identification procedures. The disenchantment with group I.Q. and achievement tests is especially relevant to the issue of identifying the gifted and talented. In spite of the growing awareness of the many flaws of such tests, too many school districts continue to use them as the sole identification tools.

The checklists, rating scales, and questionnaires for identification purposes presented in this module are important for participants to examine. These resources are especially appropriate for participants who plan to develop or revise an identification process for the gifted and talented in their school districts.

Part One: Who Are the Gifted/Talented?

GOALS: To recognize a variety of gifts besides academic/intellectual abilities and to gain an understanding of what gifted/talented students are like.

Enabling Objectives

After completing this part of the module, the participants will be able to:

1. Identify and correct misconceptions (myths) commonly associated with giftedness.
2. List the six areas of talent currently included in federal/state definitions.
3. Identify a cluster of specific physical, personal, and mental traits of gifted/talented students.
4. Recognize negative evidence of these traits which frequently lead to misunderstanding of giftedness, causing it to be overlooked or misinterpreted.

Activities

The chart identifies activities, lists required materials, and describes the activities which are appropriate for small- and large-group interaction within the workshop setting.

ACTIVITY	MATERIALS	DESCRIPTION
1. Fact or Fiction?	(module) page 14 and envelope with cards located inside back cover	Some of the statements on the cards represent long held myths about the gifted/talented. Others contain the facts which reveal the myths to be unjustified. The participants sort the cards into two piles: myths and facts. They

ACTIVITY	MATERIALS	DESCRIPTION
1. (continued)		then match each myth to the corresponding fact. Answers are provided on cards 31, 32.
2. Worksheet: Official Definitions of Giftedness	(module) pages 14-17	The participants review the definition of gifted/talented children given in Public Law 91-230, Section 806, and respond to a series of questions which concern the formal definition and popular concepts of giftedness. A worksheet key is provided.
3b. Reading and Observation: Characteristics of Giftedness	(module) pages 17-26	The participants examine a series of case studies. For each child, they list relevant traits, indicated in the categories provided (physical, personal, mental), which are representative of giftedness. The participants also identify any negative characteristics which irritate or embarrass others. Then the participants compare their lists.
4. Worksheet: Negative Traits in the Gifted	(module) pages 27-29	For each negative behavior listed, the participants indicate some characteristic(s) of giftedness that might explain the behavior. A worksheet key is provided.
5. How Would You Handle These?	(module) pages 30-34	Eight situations are described. They may be used as the basis for role playing, small-group discussion, or a written analysis of the situation and a description of projected personal behavior.

Part Two: How Do We Discover the Gifted/Talented?

GOALS: To understand the limitations of I.Q. and achievement tests as measures of giftedness and to discover other ways to recognize giftedness.

Enabling Objectives

After completing this part of the module, the participants will be able to:

1. List several reasons for not relying on standardized test scores for identification of gifted/talented students.
2. List five main types of screening resources available for distinguishing gifted/talented students.
3. Use at least three of these techniques correctly.

Activities

The chart identifies activities, lists required materials, and describes the activities. The activity marked with an asterisk (*) can be completed entirely within the workshop setting. Other activities listed below can only be partially completed but contain information or material that is essential for an educator of the gifted and talented.

ACTIVITY	MATERIALS	DESCRIPTION
1. Worksheet: Detecting Bias in Tests *	(module) pages 53-55	The participants read a series of test questions and then explain what underlying assumptions typical of testing procedures are illustrated by each question. A worksheet key is provided.
2. Comparison and Use of Teacher	(module) page 56 (appendix)	The participants can examine and compare the checklists/rating

ACTIVITY	MATERIALS	DESCRIPTION
2. (continued) Checklists/ Rating Scales	pages 62-65 and 74-80	scales in the appendix. The second part of the activity, completing an observation of each student in one class, cannot be completed during the workshop.
3. The Renzulli-Hartman "Scale for Rating the Behavior Characteristics of Gifted Students"	(module) page 56 (kit) Renzulli-Hartman "Scale for Rating the Behavior Characteristics of Gifted Students"	The leader can present the rating scale and explain how the participants can later use it to evaluate their students.
4. Comparison and Use of Checklists for Discovering Students with Artistic, Dramatic, Musical, and Psychological Talents	(module) page 56 (Appendix E) pages 66-73	During the workshop, the participants can examine and compare the checklists for discovering students with artistic, dramatic, musical and psychological talents.
5. Comparison and Use of Parent Checklists/ Questionnaires	(module) pages 56-57 (appendix) pages 84-96	The participants can examine and compare the checklists for parents during the workshop. The second part of the activity requires the distribution of checklists to parents.
6. Comparison and Use of Checklists for Pupil Nomination	(module) page 57 (appendix) pages 97-100	The leader can facilitate the comparison of the checklists for pupil nomination during the workshop.
7. "Work Sample" Assignments	(module) page 57 (Appendix S) page 101	The participants can examine the "work sample" assignments. Later, they can incorporate one of the assignments into

ACTIVITY	MATERIALS	DESCRIPTION
7. (continued)		their lesson plans and evaluate student work according to the criteria specified.

MODULE 2: Needs of the Gifted/Talented

Introduction

How often we teachers, counselors, and administrators fail to bring out the best in gifted/talented students! Most of the time we are not aware that the students are gifted and talented. Even less do we realize the special needs and problems of this group of students. Seldom do we think of the consequences of our neglect of students with extraordinary capabilities. These are the concerns focused upon in "Part One: What's So Different About the Gifted/Talented?"

This first section provides activities which will introduce the special needs of students with high potential, problems the gifted/talented are likely to encounter as a result of the characteristics associated with giftedness, ways those problems may be solved or relieved, and consequences of the failure to meet the needs of gifted/talented students.

"Part Two: Wanted -- Teachers for the Gifted/Talented" explores the question of the kind of teacher that the gifted/talented need. For too long teachers have been regarded as movable objects to be shifted around to whatever posts were vacant. While much has been said and written about individual differences among students, little has been mentioned about individual differences among teachers.

Recent research to establish characteristics of teachers best suited to the gifted has led to questions as to whether all teachers can be trained to work successfully with the gifted/ talented. There is some evidence to indicate that good training programs can produce more positive attitudes toward gifted students and that appropriate training in methods can lead to more successful interaction with gifted students. However, research has also revealed different personality types among teachers which are too basic to change. Certain personalities are not always suited to working with the gifted/talented. In addition, different kinds of giftedness seem to require different types of teachers. An individual who works successfully with the creatively gifted may encounter problems trying to teach the intellectually/academically gifted.

Activities in this section emphasize the characteristics of teachers best suited to working with gifted/talented students and those characteristics which adversely affect the gifted/talented. Teachers will have the opportunity to examine their own attitudes and behaviors to determine whether they are genuinely interested in the gifted/talented and, equally important, whether they possess the kinds of characteristics appropriate for teachers of the gifted/talented.

Part One: What's So Different About the Gifted/Talented?

GOALS: To understand the specific needs and problems of gifted/talented students and ways to help students fulfill these needs and solve their problems.

Enabling Objectives

After completing this part of the module, the participants will be able to:

1. Identify at least seven needs of students with high potential, needs that differ in kind or degree from those of other students.
2. Compare different learning styles of gifted/talented students.
3. Name seven problems the gifted/talented are likely to encounter as a result of the characteristics associated with giftedness.
4. Describe ways those problems may be solved or relieved.
5. List at least five consequences of failure to meet the needs of gifted/talented students.

Activities

The chart identifies activities, lists required materials, and describes the activities. None of these activities can be completed entirely within a workshop. However, the activities listed below contain information that should prove helpful for teachers of the gifted/talented and that can be adapted to fit into a workshop format. Other activities that exclusively involve teachers and students or professionals within a school have been omitted from this chart.

In addition to these activities in the first section, the preassessment (III, pages 9-15) contains a survey designed to assist teachers in examining their personal attitudes and methods of working with gifted/talented students. Although the workshop participants would not share the results of the survey, the "answer key" (pages 12-15) might generate a lively discussion concerning appropriate attitudes toward the gifted and the most productive ways to meet their needs.

ACTIVITY	MATERIALS	DESCRIPTION
1. Observation Using the Hershey Chart of Characteristics, Problems, and Suggestions	(module) page 25 (Appendix A) pages 49-51	The leader can use the chart which identifies characteristics of gifted children, concomitant problems, and instructional and guidance suggestions to facilitate a discussion of ways to meet the special needs of gifted children.
2. Planning Specific Activities to Meet the Affective Needs of Gifted Students	(module) page 25 (Appendix B) page 52; Affective Needs of Gifted Students	After examining the affective needs of gifted students provided in the appendix, the participants can brainstorm for ways to meet the affective needs of their gifted/talented students by determining specific activities to try with their students.
8. Reading: A "No Fault" Approach to Creativity	(module) page 27 (Appendix D) pages 60-61 "No Fault Musical Composition: A Path to Musical Creativity"	After reading the article, the participants can discuss the kind of atmosphere the teacher created in the music composition class. Then, they can discuss ways to implement a "no fault" approach to a new creative activity in their classes.
9. Reading: "He Always Wanted To..."	(module) page 27 (Appendix E) pages 62-63; "He Always Wanted To..."	The participants can read the poem and discuss the questions posed on page 27. Later, they can encourage originality in their students.
10. Panel Discussion with Gifted/Talented People No Longer in School	(module) page 27	The leader may adapt this activity for the workshop by arranging for a group of gifted/talented people who have been out of school for three years or more to serve on a panel during the workshop. The panel members discuss what they are currently doing and how school personnel helped them develop their gifts. The panel members

ACTIVITY	MATERIALS	DESCRIPTION
10. (continued)		should also talk about needs which were not met in schools and what could have been done to help them.
11. Reading: "Interactive Problem-Solving"	(module) page 27 (kit) Appendix C in Affective Education Guidebook	Either the leader can present the information contained in Appendix C or the participants can read it. This can be followed by a demonstration of interactive problem-solving in which the leader conducts an activity with the participants.

Part Two: Wanted -- Teachers for the Gifted/Talented

GOALS: To realize the kind of teacher that the gifted/talented need and to understand why.

Enabling Objectives

After completing this part of the module, the participants will be able to:

1. List at least five essential characteristics of teachers best suited to working with gifted/talented students.
2. Point out at least three teacher characteristics which adversely affect the development of giftedness.
3. Point out three to five behaviors which adversely affect the gifted/talented, giving examples.
4. Determine whether they are genuinely interested in and concerned about the needs of the gifted/talented.

5. Decide whether they are well-suited to teaching gifted/talented students.

Activities

The chart identifies activities, lists required materials, and describes the activities. Included in the chart are activities that can be either introduced or implemented in their entirety in the workshop setting. Only those activities marked with an asterisk (*) can be finished during the workshop.

The workshop leader might also consider using the "Wiener Attitude Scale" on pages 35-36 of the module and the suggested evaluation procedure on page 39 (#4) which are part of the preassessment. A follow-up discussion of the attitude scale and the feedback on page 39 could raise important questions concerning differing perspectives on how one most effectively responds to the needs of gifted/talented students.

ACTIVITY	MATERIALS	DESCRIPTION
1. Viewing of Film: The Little Boy	(module) page 43 (kit) Film: The Little Boy Film projector Screen	The leader can adapt this activity for a workshop by having the participants view the film and then discuss its implications for working with students who have creative potential.
2. Reading: Interview with DeNeece Gurney *	(module) page 43 (appendix) pages 64-65; Interview with DeNeece Gurney	After reading the interview, the participants can discuss the questions on page 43. The leader, however, may need to alter the questions to make them less personal.
4. Reading: "Letter from a Parent"	(module) page 43 (appendix) pages 66-69; Letter from Doris Burns	When the participants have finished reading the article, they can discuss its implications for teachers and principals with reference to this particular child and to other children who are gifted. Later, the participants can interview gifted/talented students and their parents about experiences they have had.
5. Examination of the "Martinson-	(module) page 44 and pages 36-37,	The leader can present the rating scale and explain how to use it.

ACTIVITY	MATERIALS	DESCRIPTION
5. (continued) Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted"	the "Martinson-Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted"	The participants should then be encouraged to ask a colleague to observe them teaching gifted/talented students and to rate them on the scale. After planning to improve areas of weakness, they should have the same colleagues observe for those areas on which they have tried to improve. Discussion should follow both observations.

MODULE 3: Application of Theories of Intelligence to the Gifted/Talented

Introduction

During the 1920s, a Swiss psychologist, Jean Piaget, discovered through observation and experimentation that, as children grow, they go through certain stages of intellectual development and that their perceptions of objects, space, time, and other concepts are far different from those of an adult. Through activities designed to explore Piagetian theory, "Part One: Piaget's Theory of Intellectual Development" provides teachers with a framework for understanding the stages of intellectual development at which their students are functioning and the implications of this theory for the education of the gifted/talented. This knowledge should help teachers not only identify exceptional children, but also provide their students with the materials and learning experiences that are appropriate to their particular levels of development, thus meeting the needs of those gifted/talented students already functioning in advanced stages.

In the mid-fifties, Benjamin Bloom and others, including David R. Krathwohl, explored and classified educational goals in both the cognitive and affective domains, developing hierarchies (taxonomies) of goals from the most basic to the most advanced. The more complex ones are those which teachers should consider in questioning and discussion and in planning tasks and assignments for the gifted/talented.

The psychomotor domain received scant attention until E. Simpson issued an informal paper and special report in 1966, followed several years later by Anita J. Harrow's A Taxonomy of the Psychomotor Domain. The two classifications differ considerably both in content and implications for educators. Because Harrow's model is more like those of Bloom and Krathwohl, it is the one chosen for this module. Like her predecessors' taxonomies, Harrow's is developmental with the categories leading from the lowest level of observable behavior to the highest level.

The three taxonomies upon which "Part Two: Taxonomies of the Cognitive/Affective/Psychomotor Domains" focuses can together provide a framework for a complete program of confluent education (a deliberate intermingling of affective and cognitive objectives) for the gifted/talented, as well as a guide for devising enrichment activities.

NOTE: The workshop leader should be prepared to provide a considerable amount of assistance to those who are not at all familiar with theories of intelligence.

Part One: Piaget's Theory of Intellectual Development

GOAL: To understand different theories of intelligence as these relate to activities for the gifted/talented.

Enabling Objectives

After completing this part of the module, the participants should be able to:

1. Describe the four Piagetian stages of a child's intellectual development.
2. Give an example of a task representative of each stage.
3. Explain the implications of Piaget's work for educators.

Activities

The chart identifies activites, lists required materials, and describes the activities. The activities that can be started during a workshop and completed at a later time are included in the chart. Other activities in this part of the module involve the application of the theory and may be recommended to workshop participants as a follow-up to an introduction to Piaget's theory of intellectual development.

ACTIVITY	MATERIALS	DESCRIPTION
1. Reading: "Piaget's Basic Theories"	(module) page 10 (kit) Chapter One from *A Child's Eye View*	The participants can read and discuss Chapter One. (Note, however, that the author uses a system of classification with five stages of intellectual development, having subdivided the pre-operational

ACTIVITY	MATERIALS	DESCRIPTION
1. (continued)		stage into the pre-conceptual period and the intuitive period.) Later, the participants can apply the information to their students.
3. Viewing of Films: Classification, Conservation	(module) page 11 ESC XIII: Order the films: Conservation (#30841 - 30 minutes) and Classification (#21759 - 17 minutes) Film projector Screen	After the participants have viewed the films, the leader can help them devise similar tasks for their students to determine the levels at which they are functioning. The participants can later have their students complete the tasks and evaluate their performance.
5. Listening to Cassettes: Classification, Conservation	(module) pages 11-12 (kit) Cassette tapes: "Jean Piaget's Theory of Classification"; "Jean Piaget's Theory of Conservation" Cassette recorder	The leader can adapt this activity to the workshop setting by having the participants listen to the tapes and then develop a number of activities for their gifted/talented students. The activities should provide opportunities and objects for the students to interact with so that they can progress to later stages. Later, the participants can use the activities with their students.
7. Reading and Application: Thinking Goes to School	(module) page 12 (kit) Chapter 1 (pages 11-30) and Chapters 3-13 in Thinking Goes to School	When the participants have finished reading the first chapter, the leader can facilitate a discussion of it. The participants can then search for activities in Chapters 3-13 to later use with their students.

Part Two: Taxonomies of the Cognitive / Affective / Psychomotor Domains

GOAL: To understand the various taxonomies of educational objectives with application to classroom activities for the gifted/talented.

Enabling Objectives

After completing this part of the module, the participants should be able to:

1. Explain the taxonomies of Bloom and Krathwohl.
2. Apply each taxonomy to questioning and inquiry-based activities.
3. Describe Harrow's Taxonomy of the Psychomotor Domain.
4. Apply elements of the psychomotor domain to classroom activities for young gifted/talented students.

Activities

The chart identifies activities, lists required materials, and describes the activities. All of the activities presented in this section are appropriate for implementation within the workshop setting.

ACTIVITY	MATERIALS	DESCRIPTION
1. Reading: "The Taxonomy of the Cognitive Domain"	(module) page 26 (kit) pages 201-207 in Taxonomy of Educational Objectives, Handbook I: Cognitive Domain	After reading the condensed version of the taxonomy, the participants proceed to the next activity to check their understanding.

ACTIVITY	MATERIALS	DESCRIPTION
2. Comprehension Exercise: Cognitive Domain	(module) pages 26-30	The participants complete the exercise by classifying each question according to one of the six categories described in the reading reference. An answer key is provided.
3. Reading: "The Taxonomy of the Affective Domain"	(module) page 31 (kit) pages 186-193 in Taxonomy of Educational Objectives, Handbook II: Affective Domain	After reading the condensed version of the taxonomy, the participants proceed to the next activity to check their understanding.
4. Comprehension Exercise: Affective Domain	(module) pages 31-36	The participants complete the exercise by reading the dialogue and responding to two sets of questions. An answer key is provided.
5. Viewing of Films: Cognitive, Affective	(module) page 36 ESC XIII: Order the films: Objectives in the Cognitive Domain (#30339 - 30 minutes) and Objectives in the Affective Domain (#30338 - 30 minutes) Film projector Screen	Following the viewing of the films, the leader can conduct a discussion of the different categories of the taxonomies and ways they can be used to plan curriculum and/or classroom activities and questions.
6. Worksheet: Classroom Application -- Cognitive	(module) pages 36-40	The participants adapt Bloom's Taxonomy of the Cognitive Domain to the teaching of a specific lesson. A chart showing both student and teacher behaviors for the different levels of the taxonomy is provided. Two sample worksheets are also included.

ACTIVITY	MATERIALS	DESCRIPTION
7. Worksheet: Classroom Application -- Integrating Cognitive and Affective Behaviors	(module) page 41-43	The participants need to refer to their completed worksheets from the preceding exercise. They add tasks that would stimulate and encourage affective responses from each of the higher levels of the affective taxonomy. A chart providing helpful cue words and two examples of the application are included in the module.
8. Reading: The Taxonomy of the Psychomotor Domain	(module) page 44 (appendix) pages 52-57; "Harrow's Taxonomy"	After reading the condensed version of the taxonomy, the participants proceed to the next activity to check their understanding.
9. Comprehension Exercise: Psychomotor Domain	(module) pages 44-46	The participants complete the exercise by responding to a series of questions on the psychomotor domain. An answer key is provided.
10. Worksheet: Classroom Application -- Psychomotor	(module) page 46 and completed worksheets from activities 6 and 7	The participants need to refer to their completed worksheets from activities 6 and 7. They incorporate activities into those they have designed from the following categories of the psychomotor domain: physical abilities, skilled movements, and non-discursive communication. Examples are provided.

MODULE 4: Application of Theories of Creativity to the Gifted/Talented

Introduction

The works of Piaget, Bloom, Harrow, and others -- presented in Module 3 -- did not settle the fundamental question, "What is intelligence?" The nature of intelligence continued to intrigue psychologists, including J. P. Guilford and his associates at the University of Southern California. They believed that previous efforts like the taxonomies failed to adequately describe such mental operations as comprehension and evaluation. Within these operations there seemed to be many smaller units of intellectual activity. Consequently, Guilford devised a model called Structure of Intellect, which demonstrates specific ways the mind functions -- including creative thinking.

In "Part One: Guilford's Structure of Intellect Model," the model is introduced and ways to apply the model with gifted/talented students are explored. A major strength of the model is its ability to identify the many types of giftedness. It also offers a systematic approach to devising activities and questions which will develop or improve specific mental abilties. Acquiring the skills necessary to apply the model, however, may prove difficult. Understanding Guilford's three-dimensional model requires thoughtful practice to keep the various terms straight and to be able to manipulate the many three-part combinations which represent different mental abilities. Therefore, the workshop leader should plan to provide much assistance to participants who are trying to master the Structure of Intellect Model.

Although many educators will concur that nurturing creativity should hold a high priority in the curriculum, they may not know how to define what creativity actually is and how to encourage it in their students. These issues are explored in "Part Two: Contributors to Understanding Creativity." The contributions of Guilford, Williams, Torrance, Osborn, and Gordon should assist interested educators in understanding creativity and provide them with specific methods for developing creativity in their gifted/talented students.

Part One: Guilford's Structure of Intellect Model

GOAL: To understand the various parts and interactions of Guilford's Stucture of Intellect in order to apply this model to activities for the gifted/talented.

Enabling Objectives

After completing this part of the module, the participants should be able to:

1. Describe Guilford's model, including the interaction sub-components.
2. Apply Guilford's model to specific activities in their teaching areas.

Activities

The chart identifies activities, lists required materials, and describes the activities. Those activities which can be completed within the workshop setting are marked with an asterisk (*).

ACTIVITY	MATERIALS	DESCRIPTION
1. Sound Filmstrip: "Mental Blocks: Guilford's Structure of Intellect Model" *	(module) page 8 (kit) Sound filmstrip/cassette tape: "Mental Blocks: Guilford's Structure of Intellect Model" (kit) Worksheet to accompany filmstrip Filmstrip projector Cassette recorder	The participants view the filmstrip and complete the first part of the worksheet. After viewing the filmstrip, they use Part 2 of the worksheet to plan similar activities for their gifted/talented students. (Note: The filmstrip presents a complicated model in a very understandable way.)
2. Implementation of Exercises from S.O.I. Workbooks	(module) page 8 (kit) S.O.I. workbooks: Convergent Production, Diver-	The leader can adapt this activity by having the participants complete some of the exercises in the workbooks to become more familiar with

ACTIVITY	MATERIALS	DESCRIPTION
2. (continued)	gent Production, and Evaluation	them. Later the participants can try appropriate exercises with their gifted/talented students.
3. Administration of S.O.I. Learning Abilities Test	(module) page 8 (kit) S.O.I. Learning Abilities Test	The participants can learn how to administer and score the test by taking it (or portions of it) under the supervision of the leader. The leader can discuss with the group what the test reveals about mental functioning and can explain how to apply test results to curriculum planning. Later, the participants can administer the test to a small group of their students.
4. Implications of the S.O.I. Model for Counseling *	(module) page 8	This activity is particularly relevant for counselors. The leader can conduct a discussion of the implications of the S.O.I. model for career counseling.
5. Worksheet: Sample Problems Testing S.O.I. Abilities *	(module) page 9-11	The participants examine sample problems which appear to test some S.O.I. abilities and identify the three-part combination of elements being tested. An answer key is provided.
6. Evaluation of the Usefulness of the S.O.I. Approach *	(module) page 12	In a discussion, the participants evalaute the usefulness of the S.O.I. approach for identifying areas of giftedness, emphasizing non-academic areas of giftedness, designing individualized instruction, and stimulating creative and productive thinking.

Part Two: Contributors to Understanding Creativity

GOALS: To understand the creative process and to discover the contributions of various individuals in the area of creativity as these relate to classroom activities.

Enabling Objectives

After completing this part of the module, the participants should be able to:

1. Define creativity or describe the creative process.
2. List at least three ways creativity can be measured.
3. Describe the contributions of Guilford, Williams, Torrance, Osborn, and Gordon to our understanding of creativity.
4. Name five blocks to creativity.
5. Describe several procedures for cultivating creativity among gifted/talented students.

Activities

The chart identifies activities, lists required materials, and describes the activities. Those activities marked with an asterisk (*) can be completed during a workshop. This section of the module also contains numerous activities which the workshop leader may recommend to teachers to use in nurturing creativity in their students. Activity 10 is particularly appropriate for librarians. However, note that many of the required resources for these classroom activities are located in the kit.

In addition, the preassessment evaluation on pages 22-24 provides an extensive list of ways creativity in the classroom can be encouraged and developed.

ACTIVITY	MATERIALS	DESCRIPTION
1. Tests of Creative Thinking	(module) page 26 (kit) Torrance	The leader can present an explanation on how to use these tests.

ACTIVITY	MATERIALS	DESCRIPTION
1. (continued)	Tests of Creative Thinking	Later, the participants can administer the tests to their students.
2. Comparison of Tests Used for Measuring Creativity	(module) page 26 (kit) Torrance Tests of Creative Thinking (kit) Thinking Creatively with Sounds and Words	The leader can facilitate a discussion in which the participants compare the tests. Later, they can administer both tests to the same students and compare the results.
5. Observation for Creative Potential	(module) page 27 (Appendix A) pages 41-44; "A Rating Scale for Identifying Creative Potential"	The leader can present this instrument to the participants and explain how to use it. Later, the participants can use this rating scale in observations of their students.
6. Using a Biographical Inventory	(module) page 27 (Appendix C) pages 49-55; "How Do You Really Feel About Yourself?" Inventory	The leader can describe how to use the inventory. Later, the participants can have their students complete the inventory and then score the responses.
7. Self-Evaluation on Stimulating Children's Creativity *	(module) pages 27-28 (Appendix D) pages 56-59; "Direct Things Teachers Can Do to Stimulate Children's Creativity"	Using the list provided, the participants rate themselves to determine areas for improvement. The group might then discuss specific activities which would incorporate the ideas listed.
11. Reading: "How Can Creativity Be Developed?"	(module) page 28 (Appendix E) pages 60-65; "How Can Creativity Be Developed?"	The participants can complete the reading and together plan specific ways to implement the suggestions. Later, they can use the plans with their students and evaluate the results.

ACTIVITY	MATERIALS	DESCRIPTION
12. Reading: "Leading Out and Letting Be" *	(module) pages 28-29 (Appendix F) pages 66-71; "Leading Out and Letting Be"	After completing the reading, the participants respond (perhaps in a discussion) to the questions provided.
13. Reading: "What Makes Creative People Different?"	(module) page 29 (Appendix G) pages 72-75; "What Makes Creative People Different?"	The participants can complete the reading and relate it to what they know about biofeedback, transcendental meditation, etc. Later, librarians might prepare and distribute a bibliography of related readings to staff members or present a review of this article to a group of colleagues.
14. Discussion: "Care of the Creative-Gifted" *	(module) page 29 (Appendix H) page 76; "Care of the Creative-Gifted"	The participants select one or more of the topics listed and brainstorm for useful suggestions to apply in working with their creative/gifted students.
21. Reading: "Helping Gifted Children Become Creative Writers"	(module) page 32 (kit) pages 59-70; Chapter 7 in Gifted Children in the Classroom	After completing the reading, the participants can discuss the application of Torrance's suggestions for their students. Later, they can implement the suggestions with their gifted/talented students.
22. Reading: "Using Reading to Stimulate Creative Thinking in the Intermediate Grades" or "Creativity in Secondary Schools"	(module) page 32 (kit) pages 51-58 or 60-68 in Creative Reading for Gifted Learners: A Design for Excellence	After completing the reading, the participants can discuss the application of the suggestions for their students. Later, they can implement the suggestions with their gifted/talented students.

MODULE 5: Enrichment Activities for the Gifted/Talented

Introduction

Many schools cannot afford full-scale programs for the gifted/talented, either because of limited financial resources or insufficient teaching staff; therefore, enrichment has been the solution adopted by these schools.

The term enrichment, however, has been much misunderstood and often abused. In some situations, enrichment has been a cover-up for no provisions for the gifted/talented. Elsewhere, it has meant limited efforts merely to keep the gifted/talented busy when they finish assignments earlier than the rest of the group.

A variety of truly enriching activities is necessary for those who work with gifted/talented children. Module 5 addresses this need by providing sample activities which are appropriate for different abilities, interests, needs, learning styles, and content areas. Some require minimal outlays of money for commercial materials. Others require no investment of money, but a certain amount of teacher preparation is necessary. The module should function as a resource to teachers by introducing them to numerous enrichment activities for the gifted and talented.

In addition to the enrichment activities presented in the module, the continuation of the preassessment and preassessment evaluation on pages 14-18 contains the following information: a definition of the meaning of enrichment; a list of different kinds of enrichment activities appropriate for the gifted/talented; titles of commercial materials useful for enrichment; a list of special opportunities available for gifted/talented students on a regional, state, or national level; and a list identifying kinds of community resources upon which to draw in serving the needs of gifted/talented students.

GOALS: To understand the true meaning of enrichment as applied to classroom activities for the gifted/talented and to discover materials useful and appropriate for this group of students.

Enabling Objectives

After completing this module, the participants will be able to:

1. Define the term enrichment correctly.

2. Discriminate between activities which are merely busy work and those which provide meaningful learning.

3. List at least 10 different kinds of enrichment activities which are stimulating and rewarding for the gifted/talented.

4. Describe three to five specific activities in detail, including their purpose and nature.

5. List and briefly describe five to seven different commercial materials useful for enrichment.

6. List special opportunities available to gifted/talented students.

7. List at least five community resources in their area, including individuals, and show how they can be involved in enrichment activities.

8. Devise an individualized plan for one or more students needing special work to develop particular talents.

Activities

The activities in the module are presented according to the three-way approach to enrichment described by Joseph Renzulli in The Enrichment Triad Model:

I. Exploratory Activities -- To help students become aware of interests they did not know they had, providing interest centers of a more stimulating nature than would be available to students of average or below average ability and arranging visitations or field trips, not just for observation, but especially for interaction with the people involved (art studios and galleries, symphony concert rehearsals, plays, etc.).

II. Group Training Activities -- In the various thinking, feeling, and creative processes to develop the powers of the mind.

III. Individual and Small-Group Investigations of Real Problems -- With emphasis on the word investigation and an expanded interpretation of it to include primary resources and personal data collection and analyses.

The activities listed in this module are organized, therefore, according to EXPLORATION OF INTERESTS, PROCESS TRAINING, and INVESTIGATION. Some are obviously better suited to lower grade levels, some to secondary school. Some overlap levels. Educators must decide for themselves which would work with their gifted/talented students.

Materials mentioned in the activities are in the appendix or the kit unless otherwise noted. The last pages of the module list information about publishers and early 1977 prices for those who wish to purchase materials. Requests for catalogs will bring not only the most recent prices, but also a wealth of information about other exciting items for enrichment.

Since the module consists entirely of activities suggested for enrichment, it does not lend itself well to instruction in the workshop setting. If the workshop leader is presenting Renzulli's Enrichment Triad Model, however, the activities can serve as examples of exploratory activities, group training activities, and individual and small-group investigations of real problems. In any case, module users are encouraged to read Renzulli's The Enrichment Triad Model (in the kit).

EXPLORATION OF INTERESTS

The chart identifies the activities (by number) according to the content areas to which they belong. Some numbers appear more than once because the activities would be appropriate in more than one content area. A few of the activities are not classified in this chart because they do not readily fit into a particular content area normally found in the educational system.

CONTENT AREA	ACTIVITIES
Language Arts	1a, 5, 7, 8, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25
Social Studies	2a, 2b, 2c, 7, 8, 11, 13, 15, 16, 17
Mathematics	3a, 3b, 3c, 7, 8, 17, 35, 36

CONTENT AREA	ACTIVITIES
Science	4, 7, 8, 10, 17, 28, 30, 31, 32, 33, 34
Fine Arts: Drama, Speech	5, 6a, 6b
Fine Arts: Music	19
Fine Arts: Art	20, 23
Fine Arts: Dance	22

PROCESS TRAINING

The module provides 15 separate suggestions for ways to conduct group training activities. The activities are designed to improve critical thinking abilities and creative thinking abilities.

INVESTIGATION

This section of activities provides directions for leading students into individual and small-group investigation of real problems through (1) seminars and (2) minicourses or independent study projects.

MODULE 6: Underachievers Among the Gifted/Talented

Introduction

Module 6 focuses on underachievers among the gifted/talented. Underachievers are usually considered in terms of those students who indicate high intellectual or academic potential but whose performance falls in the middle third in scholastic achievement -- or worse, in the lowest third (Gowan, Exceptional Children, November, 1957). We try so hard to help slow learners and mentally handicapped students, who are actually achieving closer to capacity than any other groups! By contrast, we ignore or overlook many gifted/talented students who are capable of functioning four levels above grade placement but are achieving so far below their potential (and even grade placement) that they are seriously retarded in performance.

Underachievement among gifted students is a more serious problem than most educators realize. Mine (1957) indicated that 54.6% of 251 highly gifted students were working well below the levels at which they were capable, with the majority at least four grades below. The U.S. Office of Education estimates that approximately one-half of all males of above average ability are underachievers compared with one-fourth of all females. Other researchers agree that underachievement is predominantly a male problem, especially in the elementary grades, but gifted female underachievers become more evident from sixth grade on.

The very personality traits that characterize gifted students make them most likely to encounter personal and academic frustrations. Their need for intellectual stimulation can, when thwarted, produce restlessness and boredom. Under the wrong conditions, the tendency to be self-styled individualists may result in cynical withdrawal. Sensitivity and perfectionism easily turn to a crippling sense of insecurity.

Once underachievement has begun, it becomes more and more firmly established as a way of life. We must all realize that there are no easy solutions, that the challenge is great and there will be discouraging setbacks, but with patience, knowledge of the conditions, and techniques that have proved successful elsewhere, we can halt -- even hopefully turn around -- the degenerative effects of cumulative underachievement.

GOALS: To realize the extent and significance of underachievement among the gifted/talented and to discover ways to help gifted underachievers fulfill hidden potential.

Enabling Objectives

After completing this module, the participants will be able to:

1. Define underachievement as it pertains to the gifted.
2. Identify at least eight characteristics of gifted underachievers which differ from those of the gifted/talented in general.
3. List at least eight different causes of underachievement among the gifted.
4. List at least five effects of neglecting underachievement among the gifted.
5. List three special needs of gifted underachievers which differ from the basic needs of students in general.
6. Describe at least five specific ways to help gifted underachievers.

Activities

The chart identifies activities, lists required materials, and describes the activities. None of the activities are designed for participants to complete within the context of a workshop. However, the leader who addresses the problem of underachievers among the gifted can use these activities as suggestions for teachers and counselors who want to respond to the needs of underachievers in their schools.

ACTIVITY	MATERIALS	DESCRIPTION
1. Who Are the Underachievers in Your Class(es)?	(module) pages 14-15 (Module 2) pages 1-29	This activity provides directions for identifying and evaluating possible gifted/talented underachievers.

ACTIVITY	MATERIALS	DESCRIPTION
2. Counseling for 3. Underachievers: 4. Group Counseling Using Case Studies	(module) pages 15-17 (Appendix A) pages 28-29; "Suggested Personal Topics for Use by School Counselors"	These activities present suggestions for ways to successfully counsel gifted/talented underachievers.
5. Using Underachievers' Strengths in Peer Tutoring	(module) page 17 (kit) S.O.I. Learning Abilities Test (kit) Students Teach Students	Participants may be encouraged to use the test to determine each underachiever's strengths and then have each underachiever tutor other students in an area in which he/she is strong.
6. Developing Listening and Reading Skills Among Underachievers	(module) page 17 (kit) Listen and Think program	The leader may recommend that teachers try one or more lessons with their underachievers and follow up with suggested activities in the teacher's handbook.
7. Activities to Motivate the Underachiever	(module) pages 17-18 (kit) Classroom Activities for Motivating Underachieving Children	Participants in need of ideas for motivating their underachievers may choose to try one or more of the activities to motivate underachievers and evaluate their effectiveness in building competencies students lacked or were weak in.
8. Boosting Self-Concept	(module) page 18 (kit) Creative Activities for the Gifted Child	The leader may recommend this activity in which the teacher appoints an underachiever with a special strength to serve as an expert in his/her specific area of ability (suggestions provided).
9. Other Ways to Help Underachievers Develop Positive Self-Concepts	(module) page 18	This activity provides four suggestions for ways to boost students' self-concepts.

ACTIVITY	MATERIALS	DESCRIPTION
10. Using Community Resources	(module) pages 18-19 (Appendix B) pages 30-41; "Utilizing Community Resources In and Out of the Classroom" (kit) The Community as Textbook	The resources to which this activity refers contain ideas for using community resources in the regular curriculum.
11. Using Science Fiction	(module) page 19 (kit) Guide to Science Fiction: Exploring Possibilities & Alternatives.	This activity recommends using science fiction to appeal to the underachiever who is a reluctant reader.
12. Building Units Around Audio-visual Materials	(module) pages 20-23 ESC XIII: Order media materials (suggestions listed in module)	For teachers interested in developing units of study around audio-visual resources, this activity provides several suggestions and directs teachers to media materials available through the Region XIII Education Service Center.
13. Using Film as a Curriculum Topic	(module) page 23 (kit) Teaching with Film (Appendix C) pages 42-44; Films available at ESC XIII	This activity encourages the use of film as a curriculum topic as well as an approach to other content areas and provides suggestions for how to use film.
14. Creative Dramatics	(module) page 23 (kit) Dramatics in the Classroom: Making Lessons Come Alive	The leader may recommend this activity which encourages teachers to use ideas from the resource on creative dramatics to reach underachievers and help them discover their self-worth.
15. Using Simulations with Underachievers	(module) page 23 (kit) Simulation Games for the	This activity encourages teachers to read the booklet on simulations and then to use simulations to

ACTIVITY	MATERIALS	DESCRIPTION
15. (continued)	Classroom ESC XIII Gifted Resource Library: Rafa Rafa; Cope; Disunia; Herstory ESC XIII Instructional Resources Center: Coalition: Presidential Election; Market: A Simulation Game; Planet Management Game; Propaganda Game	involve underachievers. Later, teachers might have interested students develop their own simulations.

MODULE 7: Gifted and Talented Students Among the Disabled (Handicapped)

Introduction

To many people, the words handicapped and gifted seem to be ridiculous paradoxes, not worth a moment's consideration. But at least as many gifted and talented can be found among those who are in some way disabled as can be found among the rest of the school population.

Generally, students who happen to have disabilities are viewed and categorized according to the disability: physically disabled, epileptic, mentally retarded, learning disabled, emotionally disturbed, partially deaf or hard of hearing, blind or visually impaired, speech impaired, cerebral palsied.... Once the student is labeled, emphasis is on the limitation(s) imposed by the disability, rather than on the search for the individual's strengths and potential.

Those who are gifted and who have one or more disabilities are an even more diverse group than other gifted/talented students. Moreover, they have been ignored and neglected longer than our non-handicapped gifted/talented. The time has certainly come to begin the search for gifted/talented students among this ever-increasing and varied population.

Module 7 addresses the problems of the gifted and talented students among the disabled by providing suggestions for ways to develop those students' potential and to motivate them to achieve in spite of their disabilities.

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*                                                                 *
*  GOALS: To discover positive contributions which                *
*         gifted/talented students who are disabled may           *
*         make and to encourage development of potential          *
*         and of positive self-concepts while these stu-          *
*         dents explore areas of high potential.                  *
*                                                                 *
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Enabling Objectives

After completing this module, the participants should be able to:

1. Identify potential as well as demonstrated ability among the gifted disabled.

2. Devise appropriate ways to encourage disabled students to develop or improve their self-concepts.

3. Introduce potentially gifted disabled students to a variety of ways to communicate, providing opportunities to experiment with all appropriate methods.

4. Guide potentially gifted disabled youngsters to recognize and capitalize on their strengths and interests.

Activities

The chart identifies activities, lists required materials, and briefly summarizes the activities. Each activity has several sub-activities. The activities are identified by capital letters and their names in the first column. Materials for each sub-activity are listed by number in the second column. A brief summary of each activity is located in the third column. Since none of these activities are designed for participants to complete during a workshop, the leader may recommend them as follow-up activities to a workshop which focuses on the needs of gifted/talented students among the disabled.

ACTIVITY	MATERIALS	DESCRIPTION
A. Ways to Develop Self-Concept	1. (module) page 21 2. (module) page 21 (kit) I've Gotta Be Me Record player 3. (module) pages 21-22 (Appendix B) pages 41-44; "Famous Gifted/ Talented People with Congenital and Acquired Handicaps"	These activities attempt to develop students' self-concept through the following ways: (1) responding to open-ended statements; (2) discussing the importance of individuality and having the students undertake projects in which they express who they are by drawing, writing, etc.; (3) investigating the lives of famous persons who have/had disabilities and sharing the information discovered; (4) having students participate in competitive learning games to have a chance to feel part of a group; (5) contracting with students to

ACTIVITY	MATERIALS	DESCRIPTION
A. (continued)	4. (module) page 22 5. (module) page 22 (Appendix C) pages 46-47; Sample contracts	fulfill responsibilities within their range of abilities.
B. Ways to Motivate Expression with Art	1. (module) page 22 2. (module) page 23 Sheets of paper with partial drawings on them (some lines, connected or disconnected, a claw-like shape, etc.) 3. (module) page 23 Description of a strangely shaped creature 4. (module) page 23 5. (module) pages 23-34 Chalkboard Chalk 6. (module) page 24	To motivate expression with art, teachers can implement the following activities: (1) have students begin a portfolio of their doodling or drawings; (2) provide partial drawings and have students use their imaginations to complete the drawings; (3) provide opportunities for following oral directions by reading a description of a strangely shaped creature which the students illustrate on their papers; (4) have students plan and complete murals on walls, the sides of steel cabinets, etc.; (5) use the chalkboard for a drawing "tablet"; (6) use the classroom as a gallery for displaying student art.
C. Ways to Motivate Expression with Photography	1. (module) page 24 Cameras Cassette tapes (optional) Cassette recorder (optional) 2. (module) page 24 Cameras Film	Suggested ways to motivate expression with photography include the following: (1) students take pictures of scenes which have at least two dimensions (foreground and background) and write or record paragraphs describing those dimensions; (2) students take pictures of objects with particularly expressive shapes and find or write verses or paragraphs to accompany

ACTIVITY	MATERIALS	DESCRIPTION
C. (continued)	3. (module) page 24 Cameras Film 4. (module) page 24 Camera Film Slide projector Cassette tape Cassette recorder 5. (module) page 25 Camera Film Slide projector (optional) 6. (module) page 25 Camera Film Slide projector (optional) Cardboard Materials for drawing	the pictures; (3) students take photographs to complete thoughts such as "Happiness is...."; (4) students prepare a series of slides in sequence to tell a story and provide a script and background music to accompany it; (5) students prepare a photographic essay in which pictures express the ideas or opinions; (6) an artistic student makes a large drawing on cardboard, cuts out the shape and uses it as a background for a series of snapshots which either tell a story about the subject or relate feelings.
D. Ways to Motivate Students with Drama	1. (module) page 25 2. (module) page 25 Chalkboard Chalk 3. (module) page 25 4. (module) page 25	Teachers can implement the following activities to motivate students with drama: (1) use pantomime; (2) list emotions on chalkboard and have students use nonverbal language to communicate the emotions; (3) have students play charades; (4) have students do "take offs" of teachers in the school.
E. Ways to Motivate Students with Film-making	Super-8 movie camera with automatic zoom lens Tripod Splicer and splicing liquid Cans to keep filmstrips in while editing	To produce a film, teachers should follow the procedure listed below: (1) students learn how to use movie camera; (2) students learn how to make an animated film; (3) students make an animated film with musical background; (4) students produce a film with plot and student acting.

ACTIVITY	MATERIALS	DESCRIPTION
E. (continued)	Editor Projector 1. (module) page 26 2. (module) page 25 (Appendix D) pages 47-48; Animated films available from ESC XIII (Appendix F) pages 51-78; "How to Make a Film Without a Camera" (kit) Film: How to Make a Movie Without a Camera Clear (transparent) film Felt-tip pens 3. (module) page 27 4. (module) pages 27-28 Butcher paper Cassette tape Cassette recorder	
F. Ways to Motivate Students with Written Communication	1. (module) pages 28-29 (Appendix E) pages 49-50; Sample Journal Overhead projector Transparencies Magazines 2. (module) pages 29-33	To motivate students with written communication, teachers can implement the following activities: (1) a unit on journal writing; (2) poetry writing, including haiku, cinquain, "open end" poems, poetry to accompany visual images, and "concrete poetry."
G. Ways to Motivate the Kinesthetic Learner	1. (module) page 33 Tray Sand (damp) Modeling clay Stick	Suggested ways to motivate the kinesthetic learner include the following: (1) student uses stick to practice spelling or create designs in sand or clay; (2) student uses

ACTIVITY	MATERIALS	DESCRIPTION
G. (continued)	2. (module) page 33 Fingerpaints	fingerpaints to write words or create designs; (3) student brings to class items with different
	3. (module) page 33 Plastic tray Sand (damp) Instant plaster (powder/water mixture)	shapes and textures, creates a mold in sand, pours instant plaster and the collection of assorted items into the mold; (4) student traces words on sheet of plastic or student traces picture he/she likes, paints the plastic, and divides the
	4. (module) page 33 Cardboard sheets Grease pencil Paints	picture into sections with black lines, producing an effect like stained glass; (5) after teacher records (in writing) a short story the student dictates, the student
	5. (module) page 33 Primary typewriter (optional) Paper Index cards	reads back the story, tracing the words with his/her fingers, and the student practices reading/tracing difficult words that have been put on separate index cards; (6) student uses Annabelle Markoff's method of "diagramming" single words;
	6. (module) page 34	(7) student uses colored yarn and glue to form bold three-dimensional
	7. (module) page 34 Cardboard Colored yarn Glue	print or cursive writing; (8) student types dictated words or sentences and sounds out letters as he/she presses the keys; (9) student uses the lettering sheets to
	8. (module) page 34 Typewriter Paper	make his/her sight vocabulary words, label folders, make captions for photographs, etc; (10) student "writes" words on another student's
	9. (module) page 35 Chartpack velvet touch lettering sheets (available from school supply houses)	back and the other student tries to guess what the words are; (11) student carves a design on a wood block; (12) student writes words, cuts out each letter, and puts the "puzzles" in envelopes for each word.
	10. (module) page 35 Removable crayon or washable felt pen	
	11. (module) page 35 Wood block Carving tool	

ACTIVITY	MATERIALS	DESCRIPTION
G. (continued)	12. (module) page 35 1" Graph paper Envelopes	
H. Ways to Motivate the Auditory Learner	1. (module) page 35 2. (module) page 35 3. (module) page 36 4. (module) page 36 (kit) One Stormy Night Record player 5. (module) page 36 (kit) Rites of Spring Record player NOTE: For students with visual handicaps, the Library of Congress provides many services available through local public libraries, the local affiliate of the National Easter Seal Society, etc. SEE APPENDIX G FOR INFORMATION (pages 79-90).	These activities are designed to motivate the auditory learner: (1) teacher reads the beginning of a story to students, has them complete the story using their imaginations, and then has the students describe their completed fantasies; (2) teacher leads an activity similar to #1; (3) students write an imaginary will listing things which are meaningful to them; (4) students listen to a record which produces sound pictures and then discuss what they experienced while listening; (5) after listening to image-producing classical records, students describe their impressions and feelings.
I. Testing for Giftedness	(module) page 36 (Appendix A) page 40; "Torrance: Creative Positives of Disadvantaged Children" (kit - Module 4) Torrance Tests of Creative Thinking	The participants can administer one or more of the tests to students with disabilities to identify those who may be gifted.

ACTIVITY	MATERIALS	DESCRIPTION
I. (continued)	(kit - Module 4) Thinking Creatively with Sounds and Words	

MODULE 8: Gifted and Talented Students Among Other Educationally Disadvantaged Groups

Introduction

Although research has indicated that the disadvantaged -- including minorities, the poor, and females -- also have the potential to be gifted and talented, too frequently that potential has not been adequately nurtured. A widespread and damaging assumption has been that students from low socioeconomic backgrounds and those with cultural/linguistic differences have low ability.

Module 8 attempts to counter these erroneous assumptions by providing ways for educators to identify the potential giftedness in their disdavantaged students and ideas for developing their special talents and abilities. Since standardized test scores are generally unreliable indicators of giftedness among the disadvantaged, alternative identification procedures must be used.

To assist educators who have identified gifted and talented students from disadvantaged groups, the module contains activities that will develop specific talents and/or intellectual potential. These should in turn generate further ideas for appropriate activities for the disadvantaged gifted. Also included in the module are suggestions for ways to guide students in the exploration of a wide variety and range of possible careers. Educators should be encouraged to draw upon the resources in this module to effectively locate and provide for those students whose true abilities have been overlooked because of misinformed attitudes, indifference, and/or past educational practices.

GOALS: To discover the wealth of ability and talent among culturally different, socioeconomically disadvantaged, and female students and to help them develop their potential.

Enabling Objectives

After completing this module, the participants should be able to:

1. Use appropriate methods to locate gifted/talented students among the minorities, the poor, and females.

2. Design activities that will develop specific talents and/or intellectual potential.

3. Guide these students in exploration of a wide variety and range of possible careers.

4. Plan ways for students from different cultural backgrounds to share their cultural heritage with others.

Activities

The chart identifies activities, lists required materials, and describes the activities. Those activities which can be completed in their entirety during a workshop are marked with an asterisk (*). Module 8 also contains numerous suggestions for activities to be implemented with students. The leader may recommend some of those activities to participants to use with their students after the workshop.

ACTIVITY	MATERIALS	DESCRIPTION
1. Torrance Checklist of Creative Positives	(module) page 10 (Appendix A) page 29; "Torrance: Creative Positives of Disadvantaged Children"	The leader may introduce this checklist to participants as one measure for identifying potential giftedness. Later, the participants can use the checklist with their students.
2. Torrance Tests of Creative Thinking	(module) page 10 (kit) Torrance Tests of Creative Thinking	The leader may present the tests of creative thinking to workshop participants. Later, they should be able to successfully administer the tests.
3. Thinking Creatively with	(module) page 10 (kit) Thinking	The leader may explain how to administer and score the test.

ACTIVITY	MATERIALS	DESCRIPTION
3. (continued) Sounds and Words	Creatively with Sounds and Words	Later, the participants may use it with students who have given evidence of creativity.
4. Evaluating the Renzulli/Hartman "Scale for Rating the Behavioral Characteristics of Superior Students"	(module) pages 10-11 (Appendix B) pages 30-35; "Scale for Rating the Behavioral Characteristics of Superior Students"	The participants can evaluate the rating scale to identify which items might not accurately measure the potential of gifted children from low-income families, among minorities, or among girls and which items might be most helpful. Later, the participants should choose one section of the rating scale to use in rating a class. They should analyze the results.
5. Reading Assignment ☆	(module) pages 11-12 (kit) To Be Young, Gifted and Black (kit) We Are Chicanos (kit) Can't You Hear Me Talking To You? (kit) Daughters in High School	The participants can complete one or more of the readings and respond to questions listed in the module.
8. Reading:"Finding Hidden Talents Among Disadvantaged Children"☆	(module) pages 13-14 (Appendix C) pages 36-42; "Finding Hidden Talents Among Disadvantaged Children"	After completing the reading, the participants can respond to a series of questions provided in the module and plan a similar approach for their students.
12. Reading: "Talented, But Timid?"	(module) pages 14-15 (kit) "Talented, But Timid?" in Promising Practices: Teaching the Disadvantaged Child	When the participants have completed the reading, they can respond to the questions listed in the module. Later, they can design a unit to make girls aware of their history, problems, and possibilities as women.

ACTIVITY	MATERIALS	DESCRIPTION
13. Reading: "Black Component"	(module) page 15 (kit) "Black Component" in Promising Practices: Teaching the Disadvantaged Child	The leader can conduct a discussion group after the participants have finished the reading. Later, the participants can plan two lessons on the use of language (directions provided).
14. Viewing of Film: Black and White: Uptight*	(module) page 15 ESC XIII: Order the film: Black and White: Uptight (#30457 - 35 minutes) Film projector Screen	After viewing the film, the participants can discuss the questions listed in the module.
16. Reading: "Spanish Speaking Component" *	(module) page 16 (kit) "Spanish Speaking Component" in Promising Practices: Teaching the Disadvantaged Child	When the participants have finished reading, they can respond to the questions provided in the module.
18. Reading: The Chicanos: Mexican American Voices *	(module) page 16 (kit) The Chicanos: Mexican American Voices	The participants can read selections from the book, discuss the questions provided, and plan ways to incorporate the new ideas into assignments and activities.
19. Reading: "The Real Welfare Crisis" *	(module) pages 16-17 (Appendix F) pages 46-49; "The Real Welfare Crisis"	After completing the reading, the participants can respond to a series of questions in the module.
20. Reading: "Creativity and the Poverty Child" *	(module) page 17 (kit) "Creativity and the Poverty Child" in Promising Practices: Teaching the Disadvantaged Child	The leader can conduct a discussion of the questions in the module when the participants have completed the reading.

ACTIVITY	MATERIALS	DESCRIPTION
21. Brainstorming Activity *	(module) page 17	The participants can brainstorm for materials needed to develop gifts and talents of economically disadvantaged students and for ideas on how to involve parents and community members in the gifted/talented program.
22. Reading: "Four Promising Practices for Teaching Gifted Disadvantaged Students"	(module) pages 17-18 (kit) "Four Promising Practices for Teaching Gifted Disadvantaged Students" in Promising Practices: Teaching the Disadvantaged Child	After completing the reading, the participants can discuss the questions listed in the module. Later, they can put the new ideas into practice.
38. Reading: "Are the Deprived Non-Verbal?"	(module) page 22 (Appendix J) pages 71-75; "Are the Deprived Non-Verbal?"	When the participants have finished reading, they can compare their previous attitudes with the information presented in the reading. Later, they can apply what they have read to their work with deprived students.

MODULE 9: Programs for the Gifted/Talented

Introduction

Since the process of developing a successful program for the gifted and talented is complex, educators need assistance in determining what steps to follow. Module 9 divides the process into a step-by-step procedure and addresses the problem of funding the program. The module is organized in the following sequence:

Step One: Laying the Foundation. Before planning a program that is "qualitatively different," educators must develop a rationale for offering these special educational opportunities and formulate a meaningful philosophy about programming for gifted/talented students.

Step Two: Surveying the Local Situation. Initial planning should include a thorough search for and assessment of school/district resources, community resources, and state and national organizations that could potentially be of assistance in developing the program.

Step Three: Planning the Program. After developing goals and objectives for the program and identifying a way for coordinating the program from the primary to the secondary level, the most effective model or prototype for the program must be chosen.

Step Four: Selecting Teachers and Planning Staff Development. Prior to the implementation of the program, identification of teachers who would most successfully deal with gifted/talented students is important. An on-going program of staff development should be planned.

Step Five: Evaluating the Program. An essential component of any program should be evaluation. A plan for on-going evaluation will provide a vehicle for making improvement while the program is in progress.

Step Six: Funding the Program. Many schools/districts will need to find ways to implement programs with little or no expense. Identifying possible sources of funding can also help solve financial problems.

In addition to the activities which provide specific directions for developing a program, the preassessment evaluation and rationale for each step also contain information that is critical in the formulation of an effective gifted/talented program. A fact sheet identifying state and national organizations and leaders who might be of assistance in starting a program for the gifted/talented is located on page 26 of the module. Nationally recognized experts in gifted child education are identified on page 32A. A description of programs in some Texas schools can be found on pages 55-59. Out-of-state sites with special programs for the gifted/talented are listed on page 59A. Other resources to support the development of a gifted/talented program are cited on page 98.

Because of the comprehensive nature of the activities in the process of developing a program for the gifted and talented, Module 9 will best serve as a guide or handbook for a team of administrators, curriculum directors, and teachers to use over an extended period of time in designing an appropriate program for a particular school or district. A consultant working with such a team (or teams) should find Module 9 a valuable resource.

Step One: Laying the Foundation

GOALS: To be familiar with the reasons the gifted/talented should have special provisions, different from the general educational program, and to recognize the responsibilities of administrators and others to develop a program for the gifted/talented.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. List three types of giftedness besides intellectual and academic.
2. Define the term qualitatively different in relation to a program for the gifted/talented.
3. Deliver a rationale for offering special opportunities to the gifted/talented.
4. State a meaningful philosophy about educating gifted/talented students.

Although this section of the module contains no activities, the rationale and preassessment offer important information for educators who are preparing to develop a gifted/talented program in their schools/districts.

Step Two: Surveying the Local Situation

GOAL: To understand the steps involved in planning a program for the gifted/talented.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. List significant steps involved in planning a program for the gifted/talented.

2. Complete a chart of planning activities, including assignment of responsibilities and projected time spans.

Activities

To assist educators in surveying their local situations, the following activities are provided:

1. Exploring Attitudes. This survey will help determine how much support for beginning a program for the gifted/talented exists among teachers.

2. Forming a Task Force. After the intention of undertaking a program and the rationale for doing so have been communicated, volunteers can be invited to join the Task Force.

3. Assigning Duties and Responsibilities. Task Force members should accept duties to be completed within a specified time frame.

4. Searching for Gifted Students. The search for gifted students can begin by surveying cumulative records and administering informal measures to students.

5. Classifying Students According to Areas of Giftedness. The results of the survey will determine the overall nature of the program and its specific emphasis.

6. Assessing School/District Resources. Using the worksheet provided, an assessment of resoures -- staff, facilities, and community -- can be made.

Step Three: Planning the Program

GOAL: To realize the procedures needed to establish and implement an effective program for the gifted/talented.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. Develop goals and objectives appropriate for the local situation.
2. Devise a curricular structure which will coordinate program activities from primary through secondary school.
3. Determine the most effective model(s), or prototype(s), for administrative organization.

Activities

The following activities are designed to assist in planning a special program for the gifted and talented:

1. Establishing Goals and Objectives. Goals should be stated in general terms, but objectives should be phrased with precision and should represent a balance of personal, social, and educational considerations which actually reflect the needs and interests of the entire gifted population.

2. Comparing Goals and Objectives. Through a comparison of the goals and objectives developed in the first activity with those from established programs for the gifted/talented, a more thorough evaluation of the goals and objectives can be made.

3. Examining Confluent Education for the Gifted. After reading the booklet, Getting It All Together: Confluent Education (in the kit), educators can determine whether this approach would work in their schools/districts.

4. Examining Methods for Affective Education. If the concept of confluent education as an approach

to programming for the gifted appeals to the educators, they can read Affective Education in Philadelphia (in the kit) for further information.

5. Examining Models or Prototypes for Gifted/Talented Programs. An overview of the major types of administrative arrangements should help educators in their planning. The prototypes include the following: acceleration (early admission, grade skipping, ungraded primary, telescoping junior high, advanced placement); grouping (special schools; special classes, programs, workshops, or seminars; cluster grouping; resource teachers; summer school); and independent study (mentor, tutor, sponsor, internship, resource centers).

7. Examining Descriptions of Individual Organizational Models. Sandra Kaplan's Providing Programs for the Gifted and Talented (in the kit) contains descriptions of individual organizational models which can be considered for their appropriateness for individual schools/districts.

8. Observing Existing Programs for the Gifted/Talented in Texas. Visiting schools to observe how different prototypes are working should provide a better perspective for educators who are planning to implement a special program.

9. Soliciting Information and/or Observing Gifted/Talented Programs in Other States.

10. Identifying Special Opportunities for the Gifted/Talented. Other opportunities for the gifted/talented through organizations such as the University Interscholastic League are worth exploring in this activity.

Step Four: Selecting Teachers and Planning Staff Development

GOALS: To discover the traits which are shared by successful teachers of the gifted/talented and to meet a variety of needs for staff development.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. Identify among their employees or candidates for positions the teacher(s) whose temperament, training, and experience are likely to be most effective working with the gifted/talented.

2. Select appropriate measures to determine attitudes and needs of all school personnel for staff development, both pre-service and in-service.

3. Plan an on-going program of staff development suited to both those who will be working with the gifted/talented and those who will not.

Activities

Before selecting teachers and planning staff development, gifted/talented program planners should complete the following activities:

1. Assessing Teacher Attitudes Toward Special Programs for the Gifted/Talented. The result of the "Wiener Attitude Scale" (from A Guide Toward Better Teaching in the kit) should reveal the attitudes of the teaching staff in a school/district toward special provisions for the gifted/talented.

2. Self-Rating by Prospective Teachers of the Gifted/Talented. Prospective teachers can examine their own attitudes and behaviors by completing the "Martinson-Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted" (from A Guide Toward Better Teaching in the kit).

3. Interviewing Prospective Teachers or Counselors of the Gifted/Talented. Special program planners may choose to have gifted students and parents of gifted students interview prospective teachers or counselors and then compare the two groups' reactions.

4. Examining Possible Training Materials. The introduction, rationale, and other sections of Community Involvement for Classroom Teachers (in the kit) may be appropriate for training sessions.

5. Examining In-service Training Models. Special program planners may find relevant information to apply to their own plans on pages 29-52 in Training Teachers for the Gifted and Talented: A Comparison of Models (in the kit).

6. Planning Pre-service and In-service Training. This activity provides a few guidelines and suggestions for an effective staff development program.

7. Selecting In-service Topics. Conducting a survey to determine teachers' perceptions of their needs for in-service may provide ideas to assist in planning a productive training program.

Step Five: Evaluating the Program

GOAL: To keep track of how effective the program is, both during and at the end of it.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. Select the most effective methods to measure success in different areas.

2. Design a plan to evaluate their programs for the gifted/talented that will enable them to spot needed changes while they are in progress and to determine the overall effectiveness of the programs at the end of each school year.

Activities

Since evaluation is one of the most important aspects of any effective program, educators planning special programs for the gifted/talented should participate in the following activities:

1. Examining Program Evaluation Methods. Chapter 2 of Renzulli's A Guidebook for Evaluating Programs for the Gifted and Talented (in the kit) contains important information. Particularly helpful is "Section II: Basic Concepts in Program Evaluation."

2. Examining Types of Reporting Aids. Special program developers should examine the "Classroom Report of the Illinois Gifted Program" (in A Guidebook for Evaluating Programs for the Gifted and Talented in the kit), noting types of reporting aids and kinds of

information provided. They should also consider individual items for possible use in their own evaluation process.

3. Selecting Instruments for Program Evaluation. The appendices beginning on page 113 in A Guidebook for Evaluating Programs for the Gifted and Talented (in the kit) contain appropriate program evaluation instruments.

4. Preparing an Evaluation Design. After completing the first three activities, the special program planners should be ready to prepare a specific evaluation design and timeline to measure the effectiveness of their programs at different times during the year.

Step Six: Funding the Program

GOALS: To discover ways to provide qualitatively differentiated education for the gifted/talented with little or no expense and ways to obtain funds for a program which requires support.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. List five ways to provide special educational opportunities for the gifted/talented at minimal cost.
2. Identify possible sources of funding.
3. Write a proposal according to Title IV C, Elementary and Secondary Education Act, guidelines with the potential of its being accepted.

Activities

Funding problems frequently plague special programs. The following activities provide suggestions for preventing and/or solving such problems:

1. Approaching Local Funding Sources. Only with a thorough plan showing how students and the community will benefit from the special educational provisions and a well-substantiated budget proposal will a special program have a chance of being funded.

2. Submitting a Proposal for Funding. Using the information provided in the preassessment evaluation, the program planners can identify an external funding source and develop a proposal for a special program for the gifted/talented.

MODULE 10: Guidance and Counseling for the Gifted/Talented

Introduction

It has been said that every teacher is responsible for guidance and counseling. In many places in this state, school districts have no officially designated counselors. Therefore, it is especially important for every teacher to become involved in guidance and counseling the gifted/talented in particular. Even in schools with comprehensive guidance programs and experienced counselors, some students -- especially the gifted/talented -- prefer to seek assistance from respected and trusted teachers, rather than from the counselors to whom they may have been indiscriminately assigned. Not every counselor is suited by temperament, training, and experience to work with the gifted/talented, any more than every teacher is.

In a number of schools, a counselor's case load is heavy, and emphasis -- as with teachers -- is on students who are not succeeding in one or more classes or who are habitually creating disturbances in the classroom. This seems to be an unfortunate emphasis, for these students keep turning up again and again with little discernible change as a result of previous attention. They monopolize the time and energy of the counselor while the needs of the gifted/talented are overlooked.

The notion -- quite prevalent in schools -- that bright students can and even should work out their problems on their own has been shown to be mistaken. An alarming number of the gifted/talented are underachievers. Too many gifted/talented students drop out of school. Many gifted students who complete high school fail to continue their formal education.

Guidance, then, is needed earlier and longer in the school lives of the gifted/talented. Problems and concerns do not suddenly develop as students enter their teens. Many behaviors which later lead teachers to refer students to counselors began in the elementary grades. And there is where counseling should start, whether or not specific guidance personnel are employed.

Module 10 addresses these guidance and counseling concerns for the gifted/talented in the following sections:

"Part One: Seeing Undeveloped Talent"
"Part Two: Nurturing and Stimulating Undeveloped Talent"
"Part Three: Encouraging Personal and Social Growth"
"Part Four: Making the Most of Talent with Life Planning"

The rationale and preassessment evaluation for each part also contain important information.

Part One: Seeing Undeveloped Talent

GOALS: To recognize issues related to testing the gifted/talented and to discover appropriate ways of identifying gifted/talented students whose test scores do not reveal their potential.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. Use specific instruments to discover gifted students.
2. Explain common problems in testing and their implications in identifying giftedness.
3. Interpret accurately the meaning of test scores and explain the results in terms that students, teachers, and parents can easily understand.
4. Determine the nature and degree of giftedness by using a variety of identification techniques.
5. Assist teachers in identifying the individual strengths and interests of gifted/talented pupils.
6. Devise a screening procedure that will effectively identify students with different kinds of giftedness.

Activities

The chart identifies activities, lists required materials, and describes the activities. Those activities which the leader can conduct entirely within the workshop are marked with an asterisk (*). Others require the participants to follow up with work with their students. The leader may also recommend the activities which have been omitted from the chart.

ACTIVITY	MATERIALS	DESCRIPTION
1. Exercise: Evaluating Content of a Group Intelligence Test ☆	(module) pages 16-19 Samples of group intelligence tests and manuals (which the leader needs to obtain)	Using the checklist in the module, the participants can examine the contents of any group intelligence test.
2. Exercise: Comparing Content of Less Well-Known Intelligence Tests ☆	(module) pages 19-20 (kit) Goodenough-Harris Drawing Test (kit) Peabody Picture Vocabulary Test (kit) Advanced Progressive Matrices, Sets I and II (module) pages 17-19; Checklist for evaluating tests	Using the checklist from the first activity, the participants can study and evaluate the test items from two or three tests.
3. Exercise: Comparing Scores on Different Individual I.Q. Tests ☆	(module) pages 21-22	The participants can read the description of test scores on two different tests for identical twins and write an explanation of the test scores to present to the boys' parents or role play a parent conference. An answer key is provided.
4. Exercise: Interpreting Miscellaneous Standardized Test Scores ☆	(module) pages 22-28	The participants can respond "yes" or "no" (true or false) to a series of statements. An answer key is provided.
5. Activity: Reporting Scores ☆	(module) pages 28-29, 34	The leader can adapt part A of this activity for a workshop by having individuals role play a discussion of the relative merits of reporting scores with percentiles, grade-equivalents, or stanines. In part

ACTIVITY	MATERIALS	DESCRIPTION
5. (continued)		A, individuals assume the parts of a counselor and parents to role play a given situation. The suggested best way to handle the situation is described on page 34.
6. Appraisal Activity: Using Other Individual Intelligence Tests	(module) pages 29-30 (kit) Goodenough-Harris Drawing Test (kit) Peabody Picture Vocabulary Test (kit) Raven Progressive Matrices	The participants can examine each test and make a chart comparing them (directions provided). Later, they can administer one of the tests to several of their students.
7. Appraisal Activity: Using an Aptitude Test	(module) pages 30-31 (kit) Differential Aptitude Test	After the participants examine the test to determine information derived from it, they can compare the DAT with achievement tests. Later, the participants can administer the DAT to a few of their students.
8. Reading: Criterion-Referenced Tests *	(module) page 31 (Appendix A) pages 109-115; "Criterion-Referenced Testing"	When the participants have completed the reading, they can discuss the advantages and disadvantages of this approach as specifically related to the gifted/talented.
9. Appraisal Activity: Using a Criterion-Referenced Test	(module) page 31 (kit - Module 4) S.O.I. Learning Abilities Test	The participants can examine the test and the instructions for administering it. Later, they can use the test with several students, prepare profiles, and summarize their findings.
10. Appraisal Activity: Using a Criterion-	(module) page 31 ESC XIII: Read On: Criterion Tests	The participants can compare this kind of test with a typical norm-referenced reading test. The

ACTIVITY	MATERIALS	DESCRIPTION
10. (continued) Referenced Test *	in Reading Skills (a kit - KT 126 for grades K-6)	leader can show them how to use the kit with their students.
11. Exercise: Using Profiles *	(module) pages 32-35	Given cumulative records for a hypothetical student in the first part of the activity, the participants can write an appraisal of the abilities of the student. In the second part, the participants study the profiles of the DAT results of two students and explain the problems in using these profiles in screening students for a gifted/talented program. Answer keys are provided.
15. Discussion: Testing for Specific Talents	(module) page 37 (kit - Module 4) Torrance Tests of Creative Thinking (kit - Module 4) Thinking Creatively with Sounds and Words	The leader can present the tests and help acquaint participants with their format and content. Later, they can possibly use the tests in their schools' testing program.
16. Reading: Comparing Screening Processes *	(module) pages 37-41	The participants study the three screening procedures and discuss the advantages and disadvantages of each.
17. Exercise: Devising a Screening Process	(module) page 42 (Module 1) Sample checklists, rating scales, inventories, etc.	The leader can assist participants in beginning to devise a screening process for their gifted/talented programs. The activity contains criteria to use in evaluating the plans.

Part Two: Nurturing and Stimulating Undeveloped Talent

GOALS: To understand the academic problems encountered by the gifted/talented and to discover ways to help these students solve them.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. List characteristics of gifted/talented students which may cause academic problems.
2. Identify approaches to the problem of underachievement and other school-related difficulties.
3. Describe ways to help the gifted/talented understand their abilities.

Activities

The chart identifies activities, lists required materials, and describes the activities. Some of the activities in this section of the module which involve suggestions for working with students or staff members within schools have been omitted from the chart. The leader may choose to recommend them as follow-up activities to a workshop on nurturing and stimulating undeveloped talent among the gifted and talented.

ACTIVITY	MATERIALS	DESCRIPTION
3. Analyzing Teacher Behaviors Which Contribute to Disruptive Student Behavior	(module) pages 52-53 (Appendix C) pages 119-120; "Martinson Wiener Rating Scale of Significant Behaviors in Teachers of the Gifted"	The leader can conduct a discussion of how teacher behavior may encourage disruptive behavior from gifted students and recommend the rating scale as a tool to analyze teacher behavior. Later, the participants can use the rating scale to analyze a particular situation.
7. Helping Students Develop	(module) page 56 (Appendix D) pages	The leader can introduce the participants to the resources

ACTIVITY	MATERIALS	DESCRIPTION
7. (continued) Study Skills	121-122; Academic Guidance Materials (kit) Programmed Study Technique	which can assist students in the development of study skills.
8. Identifying Preferred Learning Styles 9.	(module) pages 56-57 (Appendix E) pages 123-126; "Helping Gifted Students to Identify their Learn-Styles" (Appendix F) page 127; "Learning Style Questionnaire"	The leader can present information which participants can use to assist gifted students in identifying their preferred learning styles. The participants can then help their students apply good study skills to classroom situations and home study.
10. Group Counseling with Gifted Students	(module) pages 57-58 (kit) Planned Group Guidance	Using the resource in the kit, the leader can present suggestions for group counseling with gifted students. Participants can later implement these suggestions.

Part Three: Encouraging Personal and Social Growth

GOAL: To develop appropriate techniques for promoting the personal and social development of the gifted child.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. Identify the personal and social problems which gifted students commonly face.

2. Devise strategies for helping the gifted child acquire an acceptance of self and others.

3. Recognize the needs of parents of the gifted/talented.

4. Interact with teachers to secure information about concerns of gifted/talented students and share results of interviews when appropriate.

Activities

The chart identifies activities, lists required materials, and describes the activities. The activity marked with an asterisk (*) can be finished during a workshop. This section of the module contains other activities omitted from the chart but which the leader might recommend to participants who are interested in additional ideas for ways to encourage gifted students' personal and social growth and to assist parents in effectively interacting with their gifted/talented children.

ACTIVITY	MATERIALS	DESCRIPTION
1. Self-Rating: Qualifications and Abilities for Counseling Gifted Students *	(module) page 68	After the participants rate their own qualifications and abilities for counseling gifted students, the leader can conduct a discussion of the criteria used in the checklist.
3. Determining Gifted Students' Needs in Personal and Social Areas	(module) page 69 (kit) "Mooney Problems Checklist"	The leader can present the checklist as an example of an instrument to help determine gifted students' needs in personal and social areas.
6. Building Self-Concept	(module) pages 70-71 (Appendix H) pages 130-134; "Affective Education with Gifted Children"	After reading the article, the participants can discuss ways to build self-concept. Later, they can try some of the suggestions from the article with their students.

ACTIVITY	MATERIALS	DESCRIPTION
7. Locating Affective Activities to Use with Gifted Students	(module) page 71 (Appendix I) pages 135-138; Personal and Social Guidance Materials (available from ESC XIII)	The leader can draw the participants' attention to available materials which provide affective activities.
12. Helping Parents 13. Deal with Their 14. Gifted/Talented Children	(module) pages 73-75 (Appendix M) pages 146-149; "Parental Stimulation of Creativity"	The leader can use these activities to identify ways that counselors/teachers might assist parents in understanding and interacting successfully with their gifted children.

Part Four: Making the Most of Talent with Life Planning

GOAL: To help the gifted/talented acquire information about a variety of careers, ways to prepare for them, and adult life-styles which can be used as a basis for future career decisions.

Enabling Objectives

Upon completion of this part of the module, the participants will be able to:

1. List the special problems which the gifted/talented face when making vocational decisions.
2. List the special problems of gifted girls and other disadvantaged groups in making vocational decisions.
3. Identify useful approaches in helping the gifted develop appropriate life planning skills.

Activities

The chart identifies activities, lists required materials, and describes the activities. This section of the module includes numerous other suggestions for ways to guide gifted/talented students in their life planning. The leader may recommend those activities to participants to consider implementing with students in their schools.

ACTIVITY	MATERIALS	DESCRIPTION
1. Locating Resources for Career Guidance	(module) page 88 (Appendix L) pages 144-145; Career Guidance Materials (available from ESC XIII)	The leader may recommend the materials in Appendix L for use in career guidance programs.
2. Brainstorming Activity	(module) page 88	Through a brainstorming activity, participants can plan ways to incorporate career education into specific courses.
5. Sex Role Stereotyping and the Effects on Career Awareness	(module) pages 90-91 (Appendix O) pages 150-152; "The Counselor's Workshop: Sex Role Stereotyping in Career Awareness"	The reading can be used to generate discussion of sex role stereotyping and additional ideas for activities on this topic.
7b. Recognizing Preferences, Interests, Skills, and Goals	(module) page 91 (Appendix O) pages 153-154; "A Unique Learning Opportunity for Talented High School Seniors"	The leader can use the reading to facilitate discussion concerning career education programs.